



State of New Jersey 2014-15

OVERVIEW

PASSAIC
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GRADE SPAN 07-08

31-3970-095
LINCOLN MIDDLE SCHOOL # 4
291 LAFAYETTE AVE.
PASSAIC, NJ 07055

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

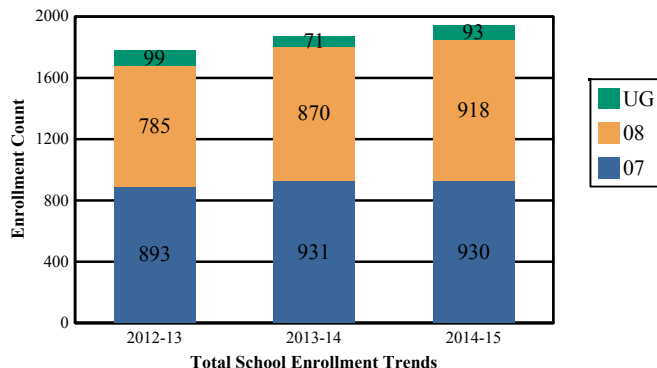
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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

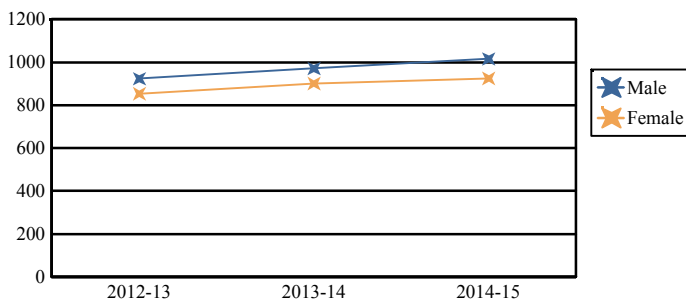


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	1,777
2013-14	1,872
2014-15	1,941

Enrollment by Gender

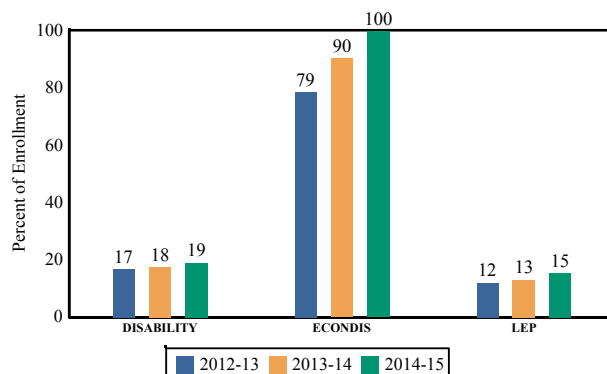
This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2012-13	924	853
2013-14	971	901
2014-15	1,016	925

Enrollment Trends by Program Participation

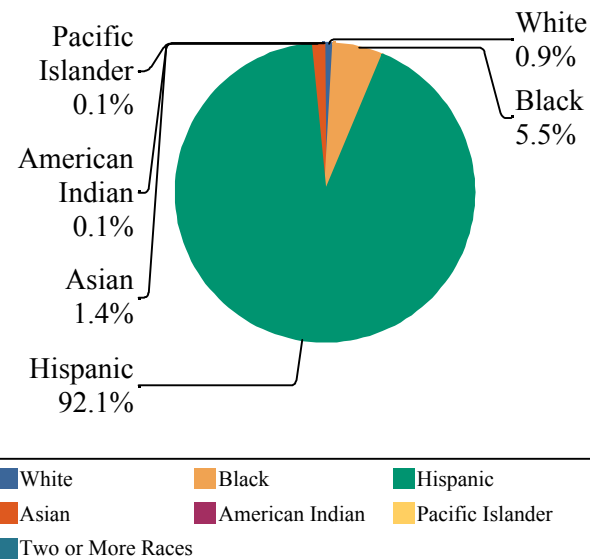
This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	371	19%
Economically Disadvantaged Students	1,935	99.7%
English Language Learners	295	15.2%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



Language Diversity	
This table presents the percentage of students who primarily speak each language in their home.	
2014-15	Percent
Spanish	84.3%
English	13.8%
Gujarati	1.3%
Arabic	0.2%
Hungarian	0.2%
Pilipino	0.1%
Other	0.2%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	21%	65	13
Math Met or Exceeded Expectation	19%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1783	20.7%	95%	93.9%	YES*
White	-	-	--	--	--
African American	82	14.7%	95%	85.9%	NO
Hispanic	1631	20.3%	95%	97.2%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	1754	20.8%	95%	96.7%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	1830	18.6%	95%	95.8%	YES
White	-	-	--	--	--
African American	83	10.8%	95%	86.9%	NO
Hispanic	1634	18.8%	95%	96.7%	YES
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	1758	19.2%	95%	96.2%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	899	722	750	27%	26%	26%	18%	4%	22%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	41	718	730	32%	29%	17%	17%	5%	22%	31%
Hispanic	820	722	736	27%	27%	26%	17%	4%	20%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	21	755	777	0%	5%	33%	52%	10%	62%	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	889	723	733	26%	26%	26%	18%	4%	22%	33%

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PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	884	718	750	32%	24%	24%	18%	1%	20%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	811	719	735	32%	24%	24%	19%	1%	20%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	865	719	732	32%	24%	25%	18%	1%	20%	34%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	922	726	740	16%	35%	30%	18%	1%	19%	38%
White	-	-	745	-	-	-	-	-	-	46%
African American	42	717	725	21%	43%	26%	10%	0%	10%	17%
Hispanic	823	726	730	15%	35%	31%	18%	1%	19%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	21	759	760	0%	14%	24%	43%	19%	62%	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	893	726	728	15%	35%	31%	18%	1%	19%	21%

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PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	-	-	726	-	-	-	-	-	-	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	-	-	721	-	-	-	-	-	-	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	-	-	719	-	-	-	-	-	-	17%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	332	744	740	5%	18%	33%	42%	2%	44%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	12	738	722	0%	25%	42%	33%	0%	33%	20%
Hispanic	314	744	725	5%	18%	34%	42%	1%	43%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	24	734	710	4%	29%	46%	21%	0%	21%	7%
Economically Disadvantaged Students	332	744	725	5%	18%	33%	42%	2%	44%	21%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

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NJASK Results - Science Grade Level - 08

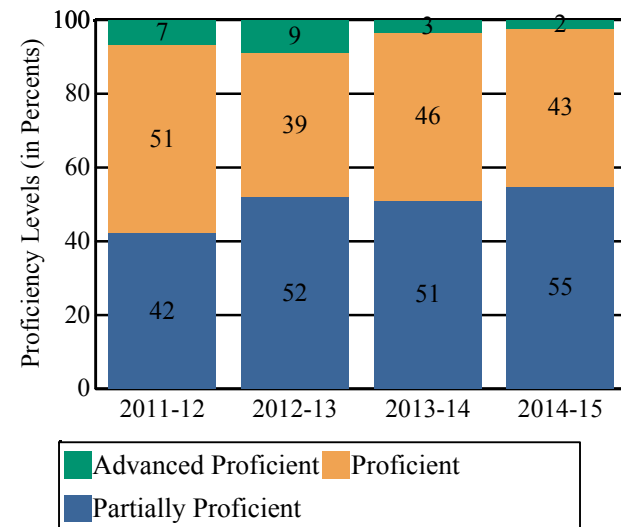
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	2%	43%	55%
White	0%	45%	55%
African American	0%	36%	64%
Hispanic	2%	43%	55%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	17%	83%
English Language Learners	0%	30%	70%
Economically Disadvantaged Students	2%	45%	53%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
337	335

Algebra I Test Taking

This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
83.7%	43.6%

- Data Suppressed to protect the confidentiality of students

COLLEGE AND CAREER READINESS

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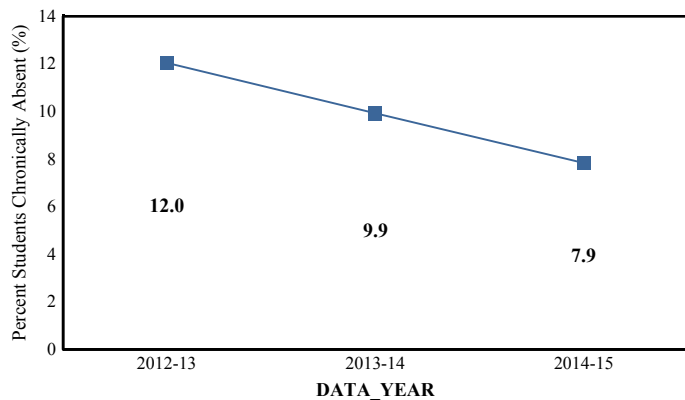
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Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

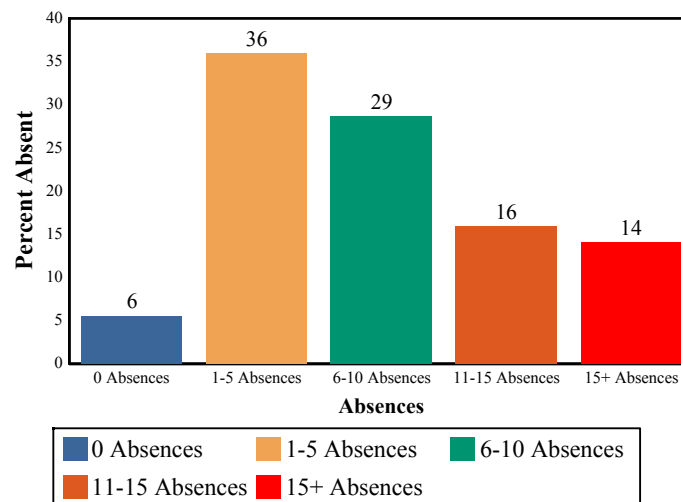


Chronic Absenteeism for 2014-15

7.85%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	50.1%	66.0%
Visual Arts	45.6%	71.1%
Total: All Visual and Performing Arts	84.6%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	42	46	28	35	YES
Student Growth on Math	45	75	39	35	YES
		61	34		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	22%	6%	0%
Partially Met	11%	10%	4%
Approached	6%	10%	9%
Met	2%	6%	11%
Exceeded	0%	0%	2%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	18%	7%	0%
Partially Met	13%	11%	10%
Approached	5%	9%	13%
Met	2%	4%	7%
Exceeded	0%	0%	1%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	804	850
75th	746	776
50th	722	751
25th	698	724
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	52

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	785	850
75th	742	759
50th	724	740
25th	707	720
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	35	39

WITHIN SCHOOL ACHIEVEMENT GAP

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PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	794	850
75th	743	777
50th	717	751
25th	691	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	54

Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	N/A	850
75th	N/A	748
50th	N/A	726
25th	N/A	704
0th	N/A	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	N/A	44

SCHOOL CLIMATE

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Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 40 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	19.0%

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Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 58 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	12
Administrators	324

SCHOOL PEER GROUP

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	PLEASANTVILLE CITY	PLEASANTVILLE MIDDLE SCHOOL	01-4180-055	06-08	93.7%	7.4%	16.5%
CAMDEN	CAMDEN CITY	COOPER B. HATCH FAMILY SCHOOL	07-0680-210	01-08	90.8%	4.4%	39.3%
CAMDEN	CAMDEN CITY	COOPER'S POYNT FAMILY SCHOOL	07-0680-165	PK-08	90.6%	2.8%	18.1%
CAMDEN	CAMDEN CITY	DR. HENRY H. DAVIS ELEMENTARY SCHOOL	07-0680-180	PK-08	90.6%	6.4%	19.7%
CAMDEN	CAMDEN CITY	FOREST HILL SCHOOL	07-0680-205	KG-08	94.7%	2.8%	26.2%
CAMDEN	CAMDEN CITY	HENRY B. WILSON FAMILY SCHOOL	07-0680-350	PK-08	92.8%	1%	13.2%
CAMDEN	CAMDEN CITY	RILETTA TWYNE CREAM FAMILY SCHOOL	07-0680-175	PK-08	93.8%	1.6%	14.9%
CAMDEN	CAMDEN CITY	VETERANS MEMORIAL FAMILY SCHOOL	07-0680-080	PK-08	91%	7.8%	18%
CAPE MAY	WILDWOOD CITY	WILDWOOD MIDDLE SCHOOL	09-5790-070	06-08	93%	5.1%	21.8%
CHARTERS	DISCOVERY CS	DISCOVERY CHARTER SCHOOL	80-6320-920	04-08	100%	0%	2.7%
CHARTERS	FREEDOM ACADEMY CS	FREEDOM PREP CHARTER SCHOOL	80-6240-900	01-09	99.6%	3.9%	5.4%
CHARTERS	HOPE ACADEMY CS	HOPE ACADEMY CHARTER SCHOOL	80-6740-950	KG-08	94.6%	8.4%	9.8%
CHARTERS	JOHN P HOLLAND CHARTER SCHOOL	JOHN P. HOLLAND CHARTER SCHOOL	80-6079-964	KG-08	93%	0%	10.5%
CHARTERS	PAUL ROBESON HUMANITIES CS	PAUL ROBESON CHARTER SCHOOL FOR THE HUMANITIES	80-6025-907	04-08	93.6%	0%	13.4%
ESSEX	NEWARK CITY	SOUTH SEVENTEENTH STREET SCHOOL	13-3570-670	KG-08	95.5%	1.4%	27%
HUDSON	JERSEY CITY	DR. CHARLES P. DEFUCCIO SCHOOL	17-2390-330	PK-08	92.7%	8%	17.2%
HUDSON	JERSEY CITY	EZRA L. NOLAN SCHOOL	17-2390-345	06-08	91%	3.3%	29.1%
HUDSON	JERSEY CITY	MARTIN CENTER FOR THE ARTS	17-2390-347	PK-08	90.6%	3%	23.2%
HUDSON	JERSEY CITY	WHITNEY M. YOUNG JR. SCHOOL	17-2390-170	PK-08	93.2%	4.7%	19.2%
HUDSON	UNION CITY	EMERSON MIDDLE SCHOOL	17-5240-105	06-08	94.4%	12.3%	13.7%
HUDSON	UNION CITY	UNION HILL MIDDLE SCHOOL	17-5240-150	07-08	96.2%	8%	12.9%
MERCER	TRENTON CITY	HEDGEPEETH WILLIAMS MIDDLE SCHOOL	21-5210-301	06-08	91.3%	4.4%	22.2%

SCHOOL PEER GROUP

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MERCER	TRENTON CITY	JOYCE KILMER MIDDLE SCHOOL	21-5210-235	06-08	88.5%	0%	21.6%
MERCER	TRENTON CITY	LUIS MUNOZ-RIVERA MS	21-5210-240	06-08	91.1%	1%	19.6%
MIDDLESEX	NEW BRUNSWICK CITY	NEW BRUNSWICK MIDDLE SCHOOL	23-3530-055	06-08	93.4%	13.4%	15.6%
MONMOUTH	ASBURY PARK CITY	ASBURY PARK MIDDLE SCHOOL	25-0100-070	06-08	92.6%	8.9%	24.8%
OCEAN	LAKEWOOD TWP	LAKEWOOD MIDDLE SCHOOL	29-2520-083	06-08	93.9%	5.6%	14.2%
PASSAIC	PASSAIC CITY	LINCOLN MIDDLE SCHOOL # 4	31-3970-095	07-08	99.7%	15.2%	19.1%
PASSAIC	PATERSON CITY	SCHOOL 12	31-4010-160	KG-08	96.8%	13.8%	12%
PASSAIC	PATERSON CITY	SCHOOL 2	31-4010-060	KG-08	94%	16%	20.8%
PASSAIC	PATERSON CITY	SCHOOL 7	31-4010-110	05-08	91.2%	2.7%	23.4%